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ABSTRACT

This booklet contains learning activities to assist students in understanding why people work and in choosing an occupation to match their career goals. Its eight unipacs (or units) require the students to (1) choose among alternative life styles, occupations, and goals and explain their preferences; (2) develop a system of personal value priorities; (3) determine the importance of different values, such as happiness, security, and wisdom, in their lives and evaluate their career goals in terms of these values; (4) identify different roles in the working world; (5) assess external influences on career choice; (6) envision their future job roles in five, ten, and twenty years; (7) explore the purposes of work; and (8) discover the factors that affect work production. The types of activities include taking multiple-choice tests, participating in class discussions, compiling lists and prioritizing them, constructing questionnaires for community surveys and analyzing the results, writing papers, conducting experiments, and meeting with school counselors. As they complete the lessons, the students are asked to keep their papers and results in a career notebook. For each unipac the major goal is stated as well as the behavioral objectives. Special materials are noted when needed. (ELG)

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Unipac: Why People Work

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I

UNIPAC: Why People Work: Choosing Alternatives

A. Major Goal of This Unipac:

Each day of our lives we must make choices between competing alternatives. Some decisions are minor ones: "Shall I watch T.V. or read?", "Shall I wear a blue or white sweater?", and some are major decisions: "Shall I buy a car or save money for college?", "Which career field should I plan to enter?"

This Unipac gives you practice in choosing from alternatives and explaining your choices. You will see that many choices require more thought than we tend to give them.

B. Behavioral Objective of This Unipac:

The student will make choices from given alternatives and explain the reason for his choices in writing.

C. Major Activity of This Unipac:

In the following exercises there are some questions which will require you to make some judgments based on what you personally believe. For each question there are three alternative choices; don't leave any unanswered. There are no right or wrong answers, only your preference. Put the letter of your first choice in the space marked "First Choice" and do the same thing with your second and third choices. After you have made your choices and marked them in the spaces, write a brief statement, explaining why you decided the way you did. (Your teacher will give you a sheet with the same questions and spaces for your choices. Please do not write in the Unipac.) Your reasons are important; take your time and answer questions carefully.

D. Materials Needed:

1. "Career Notebook"
2. Pencil or Pen

QUESTIONS	CHOICES 1	2	3	YOUR REASONS
1. Where would you rather be on a Saturday afternoon?				
A. at the beach				
B. in the woods				
C. in a discount store				
2. If you were given $500, what would you do with it?				
A. save it				
B. give it to charity				
C. buy something for yourself				
3. Where would you rather live?				
A. on a farm				
B. in the suburbs				
C. in the inner-city				
4. If you suddenly inherited a million dollars, would you?				
A. share your wealth through charities				
B. continue in the same job				
C. really live it up				
5. Which would be your job preference?				
A. hard and dirty work at $80 per week				
B. clean and easy work at $40 per week				
C. dirty but easy work at $60 per week				
6. Which do you most want money for?				
A. to buy your own food and clothing				
B. to go places on your own				
C. to feel independent				
7. Which would you most like to be?				
A. owner of a small business				
B. worker in a large corporation				
C. worker in a small business				

QUESTIONS	CHOICES 1	2	3	YOUR REASONS
8. Which would you like to do most?				
A. become a jet fighter pilot				
B. become an astronaut				
C. become a surgeon				
9. Which do you like most?				
A. math				
B. English				
C. social studies				
10. Which would you least like to be?				
A. a prison guard				
B. a garbage collector				
C. an assembly-line worker				
11. Which would you be most willing to do?				
A. serve in the armed forces				
B. serve in the Peace Corps				
C. work in a city slum				
12. Which would you rather be?				
A. a fireman				
B. a policeman				
C. a postman				
13. Which of these would you want most as a neighbor?				
A. a teacher				
B. a circus clown				
C. a dentist				
14. If you could be any person, who would you be?				
A. President of the U.S.				
B. top athlete in the country				
C. most popular movie star in the country				

D. When you have completed making your choices, your teacher will ask you to compare your answers with one or two other people who have also ranked the alternatives.

Go over each question again and discuss your reasons for your choices. You may or may not want to change your mind on some of the items after listening to some other ideas about the ranking. Remember, no set of answers is right or wrong, but some answers are better for you and what you believe.

Make a new list of all 14 items. Put a star next to the ones you changed. Explain what new information caused you to change your mind. Do this very carefully. Although all answers are good, you should begin to see for yourself what kinds of ideas are important to you. Later in the school year, some of your Careers Unipac information will be used again in a discussion with your counselor.

E. Save all of your papers in a Careers notebook. Make sure it is labeled and you have your name and the date on all of the pages.

(Adopted from Values Clarification - Dr. Sid Simon)

II

UNIPAC: Why People Work: Personal Value Priorities

A. Major Goal of This Unipac:

We all have different values. In the world of work, people differ as to the status or importance of different occupations. No one person's opinion concerning the value of various jobs is better than any other person's. However, in order to clarify and understand his own values in making occupational decisions, the student will be able to choose between some occupations based on his own value beliefs.

B. Behavioral Objective of This Unipac:

The student will choose and rank occupations in a simulated story activity and give good reasons for his choices with other students in a group discussion.

C. Major Activity of This Unipac:

Read the following story before doing any activity:

The Fall-Out Shelter

You are in charge of a department of our government in Washington, D.C. that has been doing research at experiment stations all over the world. Suddenly, World War III breaks out and atomic bombs begin to drop everywhere. Places all over the world are being destroyed. People are heading for whatever fall-out shelters are available. You receive a call from one of your experimental stations asking for help.

It seems there are ten people at the station but there is only enough room, air, food, and water in the fall-out shelter for five people for a period of three months - which is the length of time it will be necessary to stay in the shelter to excape the radiation fall-out. They have called you to decide for them which five of the ten should be chosen to live and which five will be left out of the shelter.

You only have a short period of time to radio back your answer to the experimental station for you must get to your own fall-out shelter. You decide to ask for a brief description of each of the people so you will have some information on which to base your decision. You know that the future of the world may depend on which of the people survive.

The following is a list of the ten people at the experimental station:

1. physical scientist
2. farming expert
3. minister
4. carpenter
5. doctor
6. security policeman
7. mechanic
8. electrical engineer
9. boss of experimental station
10. newspaper reporter

Except for the policeman, you do not know whether the people are men or women. You do not know their ages, religion, race, or personal beliefs. You only know their job skills.

You must now make the difficult decision as to who will go into the shelter and live and who will remain outside and almost surely die. Who, in your opinion, is important?

On your own paper, make two lists, one for those you choose to be in the shelter and one for those who you choose to stay out of the shelter. After each occupation, give your reasons, explanations, and thoughts as to why you decided for or against each one. Be specific and honest; the fate of the world depends on your decision and we want to know why you decided the way you did.

D. 1. After you have completed your list with the reasons, take the Unipac and paper you wrote to your teacher. He or she will then set up a group meeting for you and some other students who have also completed this Unipac. Please be at the meeting at the appointed time and place. A counselor or teacher will also be at the meeting to help in the discussion.

Everyone in the discussion will present their lists and reasons first. At that point, try to come to some agreement in the group as to which occupations will be chosen to go into the shelter. Each person is to make a new list that the group agreed upon, even if the choices don't coincide with yours.

2. After the discussion is completed, write a summary paragraph about the discussion, answering these questions:

...What ideas, that you had not thought about, did you learn in the discussion?

...Did you change your mind on any of the occupations? Why?

...What ideas did your counselor stress during the discussion?

If you have trouble writing this paragraph, take it to your counselor and see if he can help you put down your ideas.

3. Take the completed lists and paragraph to your teacher to be filed in your Unipac notebook.

III

UNIPAC: Why People Work: What's Important?

A. Major Goal of This Unipac:

In looking toward the future, it is important for people to set some goals for themselves based on what they consider to be important in their lives. For example, some people would consider the goal of financial security more important than excitement. By forcing yourself to choose the most important values from a list of values, you will be better able to clarify in your own mind what you consider to be important in your future.

B. Behavioral Objective of This Unipac:

The student will rank 15 values from the most important to the least important, based on what he believes and how he sees his future and then examine careers that he believes will fit these values.

C. Major Activity of This Unipac:

1. The following list of values is to be ranked by you according to what you believe. There are no right or wrong answers. Everyone will have a different idea on how these should be ranked. Take your time and don't be afraid to change your mind. Rank all 15 values; don't leave any out. Read over all of them first. It might help you to choose the ones you consider most important, the ones you consider least important and those in between. Your teacher will give you a sheet with the list of values on it like the one in the Unipac. (Don't write in the Unipac.)

   Number the following list of values from the most important to the least important according to what you believe.

MY RANK VALUE

_____ A Comfortable Life (a prosperous life)

_____ Equality (brotherhood, equal opportunity for all)

_____ An Exciting Life (a stimulating, active life)

_____ Family Security (taking care of loved ones)

_____ Freedom (independence, free choice)

_____ Happiness (being content)

_____ National Security (protection from attack)

_____ Pleasure (an enjoyable, leisurely life)

_____ Self-respect (being proud of yourself)

_____ A Sense of Accomplishment (making a lasting contribution)

_____ Social Recognition (respect, admiration)

_____ True Friendship (close companionship)

_____ Wisdom (a mature understanding of life)

_____ A World At Peace (freedom from war and conflict)

_____ A World of Beauty (beauty of nature and the arts)

2. After completing your ranking of the 15 ideas, list some occupations that you believe fit each of the values. Do this on a separate page. List the values in the same order that you ranked them and list as many occupations as you can that seem to fit these values. Some occupations will probably fit more than one idea, some may not fit any of the ideas. You will probably not know some occupations.

3. After you have completed your lists of occupations for each value, get together with someone else who has done the same Unipac. Your teacher will help you find someone when you are ready.

   Go over your lists together and see if you can add some new occupations to each category. You may disagree about which ones fit the values. You don't have to add these.

4. When you and your partner have completed your lists of occupations paired with the values, your teacher will assign you to meet with another pair of students who have completed the activities in this Unipac.

   The four of you are now to attempt to add to your lists by sharing your ideas. You will probably end up with some long lists for each value.

D. 1. On your own, again go over each list and choose the one occupation you feel will best fit the stated value. Put a star next to that occupation.

2. On a new page, list all of the occupations that you have put stars next to. Now rank these on the basis of which ones you feel you would personally like to do as your life's work. For example, if you believe that "dog-catcher" is the one occupation on your list that you are most interested in or have the greatest desire to be, then rank it first.

3. Now look at your first ranking of values and your new ranking of occupations that fit these values. In a brief summary paragraph, answer these questions:

   ... Which job ranking, if any, do you feel does not correspond to your original value ranking? Why?

   ... After comparing the values rankings with the job rankings, would you change either list? Which one and why?

   ... What other occupations not on the second list interest you and where would they fit in the values rankings?

4. Make an appointment with your counselor and discuss your choices with him. He will probably be able to help you clarify some of your thinking about values and future work. After the discussion, have him initial and date your papers and take them to your teacher.

MY RANK VALUE

_____ A Comfortable Life (a prosperous life)

_____ Equality (brotherhood, equal opportunity for all)

_____ An Exciting Life (a stimulating, active life)

_____ Family Security (taking care of loved ones)

_____ Freedom (independence, free choice)

_____ Happiness (being content)

_____ National Security (protection from attack)

_____ Pleasure (an enjoyable, leisurely life)

_____ Self-respect (being proud of yourself)

_____ A Sense of Accomplishment (making a lasting contribution)

_____ Social Recognition (respect, admiration)

_____ True Friendship (close companionship)

_____ Wisdom (a mature understanding of life)

_____ A World At Peace (freedom from war and conflict)

_____ A World of Beauty (beauty of nature and the arts)

IV

UNIPAC: Why People Work: Roles

A. Major Goal of This Unipac:

What you want out of life will, to some extent, determine what role you occupy in the working world. Understanding your role in the world of work of the future means that you need to know what the different job roles have to offer to you in your search for what you want out of life. This Unipac asks you to view some scenes of people working and to give your thoughts and impressions of what you see in the pictures.

B. Behavioral Objective of This Unipac:

After viewing a series of pictures showing people working at various occupations, the students will be able to orgainze, in various ways, their thoughts concerning these various jobs.

C. Major Activities of This Unipac:

You will be given a series of pictures by your teacher. Carefully look at each one and attempt to view all the details so that you are familiar with each picture.

1. Rank order all of the pictures.

On a sheet of notebook paper, rank the pictures according to how you see yourself in each of the job roles that are shown. That is, which picture do you feel is the one you see yourself involved in most positively? Which one is second and so forth, down to the one which you view least favorably? You do not need to try to rank these pictures according to your job preference today; there are probably many other ways you see the picture as being good or bad for you.

2. Analyzing your choices.

After you have completed your ranking of the pictures, briefly write one or more reasons after each title that explains why you placed the pictures in the order that you did.

3. Grouping the pictures.

On another page, try to organize the pictures into common groups. Look them over carefully, decide which pictures belong together and then write down a heading of the group and the title of all the pictures that fit under this heading. Don't stop at one set of groupings. There are many ways to group these pictures. Do as many sets of groupings as you can.

4. Questions about the pictures.

In your Unipac notebooks, answer the following questions about each of the pictures: (Write the label of each picture and follow with the answers to the questions.)

a. Name all of the occupations that are shown in the pictures.

b. Are the people shown working in the picture enjoying their work or not? Explain your answers.

c. Why do the workers in the picture do the job they are doing? What reasons, do you believe, made them choose their occupations?

d. Can you see yourself doing the same kind of work some day in the future? Why or why not?

D. After you have completed answering the questions, return the Unipac, picture set, and your papers to your teacher.

V

UNIPAC: Why People Work: A Questionnaire

A. Major Goal of This Unipac:

In the years ahead, you will be deciding what kind of work you will want to do in order to provide for yourself and family. As you are making your decision, you will discover that there are a great many roles you would like to play and many roles you would not like to play. What will influence your choice? How and why do people think of some jobs as either "good" or "bad"? The answers to these and many other questions might be found by conducting a survey of your own.

B. Behavioral Objective of This Unipac:

The student, working with two other students, will construct a questionnaire about careers and will evaluate the results when completed.

C. Major Activities of This Unipac:

1. Choose two other students you will work with on this project. Together, design a questionnaire about jobs and why people hold the jobs they do. A questionnaire is a list of questions that will be answered by a large group of people. All the answers are then compared to see, in general, if any patterns are evident. Your questions are to be answered by members of the community concerning their jobs, why they chose their job, what jobs they prefer, what jobs they do not prefer, other jobs they have held, if they would be willing to change jobs, and any other information you wish to find out. Part of your questionnaire might include such questions as:

... Name five jobs you would most like to have.

... Name five jobs you would least like to have.

... What special training do you have for your job?

... What made you work at the jobs you have had?

... Name the jobs you have had in the past.

... What made you change jobs?

After you have written your questionnaire, your teacher will go over it with you and when it is finally ready for use, the necessary number of copies will be printed for you.

2. Distribute the questionnaire in the community. All three people should work on this part of the questionnaire. Try to have as many different kinds of people as possible answer the questions; young, old, rich, poor, male, female, students, retired workers, etc. If the people you contact cannot fill out the questions immediately, have them tell you when you can pick up the completed questionnaire. One week should be enough time for them to do that.

3. When you have the results of the questionnaires, try to evaluate or sort out the information. Read over all of the questionnaires and see if there are any answers that appear frequently. Were there any answers that you expected to appear that did not? What makes people value certain kinds of work roles above others? Can you tell anything about peoples' values concerning work from the answers they gave?

4. After you have evaluated the questionnaires, write a report of your conclusions, to be handed in. You may also wish to present your report to the class.

UNIPAC: Future Changes: "Your Future" Autobiography

I. Major Goal of The Unipac:

In a book entitled Future Shock, the author, Alvin Toffler, makes the point that to prevent being confused by changes that will occur in the future, young people should begin to form pictures of themselves in the future. In other words, to be prepared for all of the ways in which our lives will be affected by changes, you should have some definite ideas about those changes rather than being shocked by them. For example, some people in the past have prepared themselves for jobs only to find that the jobs no longer exist because new machines were invented to do the job or the job was no longer needed.

Much of what you do in life (your behavior) is based on how you see yourself in the future - your future role such as job, family, life style. Just what do you see for your future?

What do you see as your job role, living place, your world, etc.? In this Unipac you will be asked to put your ideas about your future in writing.

II. Behavioral Objective of The Unipac:

The students will write a series of paragraphs describing their images of the future as they see themselves in the future.

III. Major Activities of The Unipac:

The following questions should be answered in your Careers Unipac notebook. Make your answers as complete as possible. Take your time and think through each answer before you begin to write. Use the questions for each paragraph only as a guideline. You may want to add more information to make your answers complete. You are writing these paragraphs to be read by:

1. Your teacher
2. Your fellow students
3. Your counselor
4. Yourself, sometime in the future

Turn the page and begin this Unipac. You will need a pen, paper, and your Career notebook.

UNIPAC: Future Changes: "Your Future" Autobiography

LESSON #1

Write a short paper in which you answer all the following questions. Do not worry about fancy words or phrases--just get the ideas down. Try to be neat, write legibly. If you don't know how to spell a word, look it up or ask someone.

FIVE YEARS FROM NOW....

1. Where will you be living five years from now?
2. What will you life be like?
3. What kind of daily activities will you be engaged in?
4. Who will be your friends?
5. What will you have wanted to accomplish by then?
6. How has the world changed in the past five years?

When you have completed a very neat copy of the above, take to your teacher. Your teacher may correct it, and ask you to re-copy it so that it will be an example of your best work. When your teacher tells you, go on to Lesson 2.

LESSON #2

Now write a short paper in which you answer all of the following questions about your life 10 years (!) from now. You will be about 22-24 years of age. Probably through with school. Do it as carefully as you can.

TEN YEARS FROM NOW....

1. Where will you be living ten years from now?
2. What kind of work will you be doing?
3. What kind of education have you completed?
4. How has the world changed?
5. What kind of friends will you want?
6. Will you be married and/or have a family?
7. What will you do for recreation?

When you have completed a very neat copy of the above, take to your teacher. Your teacher may correct it and aks you to recopy it so that it will be an example of your best work. When your teacher tells you, go on to Lesson 3.

LESSON #3

Now write a short paper in which you answer all of the following questions about your life 20 years from now. This will be much more difficult for you to imagine. You might discuss this with some of your friends, and with your parents. For example, you might ask your parents what they remember life to be like when they were in the same grade you are now in. Then how was it different 20 years later for them. How much had the world changed. Do you think it will change more? You should have fun exploring these questions:

TWENTY YEARS FROM NOW....

1. How old will you be and what year will it be?
2. Where will you be living?
3. What will you be doing to earn a living?
4. What will you be doing for recreation?
5. What will you have accomplished that you set out to do?
6. Try to describe your life style.
7. What will have occurred in the world? (Politics, inventions, problems solved, new problems to solve, etc.)

When you have completed a very neat copy of the above, take to your teacher. Your teacher may ask you to read some or all of your paragraphs to the class. If enough students complete this Unipac, your teacher may arrange for all of you to discuss your paper together.

NOTE ON THE FOLLOWING PAPER

The attached paper was completed by this student as part of a Unipac on "Your Future".

In Alvin Toffler's book, Future Shock, the author makes the point that to prevent being confused by changes that will occur in the future, young people should begin to form pictures of themselves in the future. In other words, to be prepared for all of the ways in which our lives will be affected by changes, they should have some definite ideas about those changes rather than being shocked by them. For example, some people in the past have prepared themselves for jobs only to find that the jobs no longer exist because new machines were invented to do the job or the job was no longer needed.

It would be interesting to have a student re-do this exercise periodically. As a counselor or teacher, you may find it beneficial to the student to review how he sees himself in the future--thus helping him to adjust to inevitable changes.

UNIPAC: Why Work?
(Select 2 other students to do this Unipac with you.)

I. Major Goal of This Unipac:

One of the biggest decisions young people face is the one concerning what job will occupy them during their working years. You or your friends have probably given some thought to this question. You may even have gone so far as to question the necessity of having to work at "earning a living". After going through this Unipac, you should be better able to understand that besides earning money to buy necessities (things you must have) and luxeries (things you want) a job is also a means of self-satisfaction. That is, people not only gain a pay check from their job but often have a feeling of accomplishment from completing a task or providing a service for other people.

II. Individual Ideas to be Learned From This Unipac:

A. The American society is large and complex with a great variety.

B. All people during their working years, add to the total good of everyone else.

C. Besides money as a reward for work, many people are also rewarded by feeling good about what they have accomplished.

D. In our democratic society, everyone is free to choose his work role.

III. Behavioral Objectives in This Unipac:

A. You will be able to list and explain two reasons people work for a living.

B. You will make an appointment with your counselor to discuss your problems concerning careers.

Turn to next page and take a pre-test for this Unipac. You will need the following in order to complete the pre-test:

1. Notebook paper
2. Pencil or pen

UNIPAC: Why Work?

PRE-TEST

A. Why is it necessary for people to work? (Write a paragraph on your notebook paper explaining your thoughts on this question).

B. Where can you get information on the subject of work and careers?

C. Select a career that interests you, explain why you believe people work in that kind of job.

Give your pre-test to your teacher or counselor to be checked.

LESSON #1

Read the following story:

Just before homeroom began, Scott looked up and saw Linda, the office page, coming down the hall with one of those pink slips that usually meant something bad for the person who was going to receive the unwanted gift. "Hey, John", said Scott to the boy he had been talking to, "I wonder who the unlucky person is this time". Scott motioned toward Linda as she handed the pink slip to Miss Summers, his homeroom teacher.

"Scott", said Miss Summers looking in his direction, "this is for you!" Scott felt like someone had poked a finger in the pit of his stomach when he realized that he was being summoned to the office. Quickly, he tried to remember anything that had occurred recently that would get him in trouble with Mr. Yoder, the assistant principal.

Miss Summers continued, "Your're to see Mr. Turner right after homeroom". She handed him the piece of paper.

Now Scott was really puzzled! "What do I need to see my counselor about" thought Scott. He then heard John talking to him, "Can't be anything too serious or Mr. Yoder would be calling for you, not Mr. Turner". Scott nodded in agreement.

After homeroom Scott walked to the office instead of his usual study hall second period. He really wasn't afraid of the meeting that was about to take place, but he was curious and confused. He thought of John's comment that nothing serious could be wrong and he felt a little better. In fact, he kind of liked Mr. Turner from the few times he had talked to him. Once last year, as a seventh grader he had been called to Mr. Turner's office to talk about his eighth grade schedule, and Mr. Turner had treated him nice - not like a dumb kid but more like an adult. Sometimes he wished that he could go in and see Mr. Turner about some other things that were bothering him but the counselors always looked so busy he didn't want to bother him with unimportant problems. Anyway, Scott's friends, especially Kirk, might not understand why he was going to a counselor. Sometimes the guys could be kind of rough with their teasing.

As Scott walked into the main office, a secretary at the desk looked at him and simply said, "Yes?" Scott handed her the pink slip and she turned to see if Mr. Turner's door was open. It wasn't. "Sit down over there, he'll be with you in a few minutes", she said as she pointed to some empty chairs.

Scott sat down and watched the other kids come in the door of the office. Some knew exactly what to do while others seemed confused. Valley Junior High was a big school and Scott did not know many of the kids coming through the office. Even some of the teachers were unkown to him - he recognized them, but didn't know their names.

Mr. Turner's door finally opened and a girl who was in some of Scott's classes came out. She didn't seem upset or anything and in fact, Scott couldn't tell from looking at her face if she had been in trouble. Oh well, Scott felt he would soon find out what business he had with Mr. Turner.

LESSON #1 (continued)

Read the following story: (continued)

Soon enough, in a few moments the counselor looked out of his door and said, "Scott? come on into my office". Scott walked in and sat in a chair next to Mr. Turner's desk. Mr. Turner picked up the top folder from a large stack of folders and began looking at some papers inside. Scott looked around the office. He wondered if Mr. Turner knew what was in all of the books, papers, folders, filing cabinets, and also, he wondered if Mr. Turner didn't get bored with sitting at his desk all day, every day and doing the same thing over and over. Somewhere in the back of Scott's mind he was asking himself if he would some day be sitting and doing the same thing, for years and years and somehow he just couldn't picture in his mind that kind of life for himself. Yet most of the men he knew always went to their jobs everyday.

His Uncle Bob was a salesman who travelled out of town a lot, but it was kind of the same thing. And, then there was old Mr. Green who lived across the street. He was retired and Scott cut his grass for him when he was away. Scott often enjoyed talking to Mr. Green in the summer for he had a lot of good stories about the past. Mr. Green once told Scott that he had worked in the small mill for forty-six years. Scott couldn't believe that anyone could do the same job for that long.

Mr. Turner finally looked at Scott and he first comment caught Scott by surprise for it was almost as if Mr. Turner had been reading his mind. "Scott, have you given any thought as to what you would like to do to earn a living". The answer that came from Scott was a result of the thinking he had been doing waiting for Mr. Turner to say something. "Why do I have to work at all" came the reply. He was immediately afraid that his counselor would think he was trying to be nasty with his answer so he continued, "I'm not trying to be smart or anything, but I really would like to know why anybody has to work."

Mr. Turner's answer made him feel at ease again. "Don't apologize for your question, it's a good one. The only problem is, it might take a while for me to give you a good answer and it really would be better for you to find out yourself. I mean sometimes when you have a question like yours, Scott, hearing someone else's answer still leaves you in doubt because you know it's their opinion and it may not be the same as yours.

"You mean like when one of my friends thinks we ought to do something and I don't, my opinion is as good as his", Scott was trying to understand Mr. Turner. "Sort of", replied Mr. Turner, "I guess what I'm trying to say is that you learn best from your own experience and you will probably be able to answer your question on your own better than I can give it to you."

"I actually called you in to talk about your schedule for next year. You'll be a ninth grader and some of the courses you take will be based on what you want to do in the future".

LESSON #1 (continued)

Read the following story: (continued)

"Mr. Turner, I really don't have too many ideas about my job in the future" interrupted Scott.

"Let's not worry about that just now," said Mr. Turner, "I'm sure that with some help from your parents and me you'll make the right decisions on your choice of courses for next year. I do want you to come in again and talk to me about your scheduling for next year. Let's talk now about your question, 'Why do people have to work?' I have an idea that might help you come up with an answer. Are you willing to do some extra work for me?"

"Sure, what do you have in mind?" answered Scott. "First, I want you to make a list of all the reasons you can think of why people work. Bring it back next week and we'll compare your list with mine."

In your Careers notebook, under the heading Why Work, make a list similar to the one that Scott will be making. When you are finished take this list to your teacher to be checked. Proceed on to Lesson #2 on the next page.

LESSON #2

Read the continuation of Scott's story:

Scott thanked Mr. Turner and went on to his study hall. As he took his seat, he was starting to think of reasons why people work. On a piece of paper he made the following list:

1. To earn money
2. To buy things that are needed
3. To feed myself and my family
4. To ear enough money to have some left over for recreation

Scott looked at his list and was not very happy. He decided to try again on Monday. Anyway the period was just about ended.

> Review your own list. How does it compare? Do you have more reasons than Scott does? If Scott has reasons you don't have, add them to your list. Now continue reading.

Scott, that's really not a bad list to begin with. I have those very same ideas on my own list. I worded mine differently as you can see, it covers the same basic ideas that yours did.

But let me ask you some other questions, Scott. Has your Father or other relatives told you what they like about their job? Do they just work to make money? Are there other satisfactions they get from work?

Scott thought a little. Well, yes, his oldest sister was a buyer for a department store and she was always bragging how she went to New York every month. It was all very glamorous. Yeah, she really likes doing that.

Right, Scott, that's the idea. Her job provides her with the kind of adventure of travel and excitement that a job working in a factory at some routine operation does not offer. Can you think of other job satisfactions?

Scott was so taken aback, he just couldn't think. His counselor understood. Scott, why don't you think about that a bit and come back again. Talk to different people who seem to enjoy their work. Ask them the question "Why do you work at the job you do? What do you get out of it besides money?" Now take at least a week to do this. Talk to as many people as you possibly can: your parents, brothers, sisters, relatives, neighbors, teachers, custodians, policemen, salesclerks, receptionists in a doctor's office, a dentist, doctor, veterinarian, gas station attendant, gas station owner, secretaries...

LESSON #2 (continued)

Read the continuation of Scott's story:

Tell you what, Scott, talk to at least 25 people in different occupations. Make a list of their reasons for work other than to make money. Don't be discouraged by their reply. If they say to make money, say, to them--well, yes, I understand that, but what other reasons do you have. Are there any other reasons why you work than just that--do you like your job? What is about it that you would really miss if you had to quit it.

In your Careers notebook, do the acitivity that Scott's counselor suggested. Make a copy of the following chart and complete it. Interview 25 people.

Name of Person	Occupation	Reasons for Working other than Money

LESSON #3

Now that your survey is complete, make a final list of reasons. At the top place those mentioned most frequently. At the bottom those least frequently. Show this list to your teacher. Your teacher will meet with your group to discuss this list and what you have learned from this Unipac.

UNIPAC: Psychology: An Experiment in Work Production

I. Major Goal of the Unipac:

People working at a job are often required to do the same task over and over again for long periods of time. Production, the amount of work done, varies greatly from person to person and also at different times. What causes production to increase or decrease? When is the best time to work or how should work be varied to give the most production?

This Unipac is an experiment in work production. By carefully carrying out the instructions for doing the experiment, but you should find it fun and worthwhile doing. The results may surprise you.

II. Behavioral Objective of the Unipac:

A. Read through all of the directions for doing this Unipac to familiarize yourself with the procedures and purposes of the experiment.

B. When you have completed reading the directions, answer the following questions in your Unipac notebook. In all experiments, the experimentor tries to predict what the outcome of his work will be. This is his "hypothesis". When you answer these questions you will be predicting the outcome of the experiment or making hypotheses.

1. Which group or series of work production (the "a, b, a, b" or the "total alphabet" series) do you think will have the greatest work production? Why?

2. What effect do you think rest periods will have on work production? Why?

3. What effect will there be on the last minute of work production when the subjects are notified they are beginning the last minutes work? Why?

4. What effect will distractions have on work production? Why?

5. What difference will there be between the first five minutes production and the last five minutes production? Why?

C. An overview of the experiment - You and a number of subjects will do a routine chore (writing the same letters over and over) and measure (by counting the letters), what effects rest periods, distractions and fatigue have on the production of written letters.

D. Follow the directions carefully.

1. Materials needed:

a. Watch with a second hand
b. Many sheets of notebook paper

c. Ten or twelve sharp pencils
d. One copy each of a work production chart and a graph to plot the results (These are obtained from your teacher before beginning the experiment).
e. An adding machine (if available)

2. Each subject, including yourself, will take approximately 15 minutes to do the experiment on two different days. The number of people tested will depend on you. The more you test, the better the experiment will be. It is suggested that you have a minimum of 20 people other than yourself. Also, it is suggested that you give the experiment to no more than 5 people at one time. This will make it easier to handle the mechanics of the experiment

3. Step One:

Have a friend help you do the experiment yourself.

.At a starting signal begin writing a, b, a, b, a, b, over and over as rapidly as possible. The experiment will be of no value unless all subjects cooperate and work very hard.

.At the end of each minute, the timer will say "Mark". At that time you draw a vertical line through your writing at the point then reached.

.Without waiting for any signal, go right on with your writing of a, b, a, b, a, b, until the timer says "Mark" again.

.Continue minute after minute until the timer says "STOP". (You will have done 15 minutes work).

.As you complete each page of the writing, lay it aside in careful order so that later you can count the number of letters that you wrote in each minute in order.

.Count the number of letters for each minutes production and enter the totals in the appropriate column on the chart provided by your teacher. This is column "A".

4. Step Two:

Do the same experiment described above with five more subjects.

.You may want to do the experiment with all five subjects together or separately.

.Make sure each subject has a supply of paper and pencils.

.Explain the directions (as above) for the experiment. Stress that they must cooperate to make the experiment successful.

.This group will do the experiment precisely as you did it:

a. Starting on the given signal (from you)
b. Writing a, b, a, b, a, b, as quickly as possible.
c. Marking a vertical line at the end of each minute when you say "Mark".
d. Stopping at the end of 15 minutes.
e. Keeping their papers in order. (You may wish to have them number each minutes work when the experiment is finished).

.When the experiment is completed, count the number of letters produced each minute. Add all 5 subjects goether for the first minute and enter this number on the chart in column "B". Continue counting, adding and entering for all 15 minutes of work.

.Divide each number by 5 and enter this average in the column "C".

.You may want to get some other people to help you with the counting of the numbers to make it go faster. Also, as long as you keep the papers in correct order, you can take the papers home and do the counting and recording of the results.

5. Step Three:

With five more subjects:

.Run the same experiment following the same procedure as above with the following exception:

.After the fifth and tenth minutes tell the subjects to lay their pencils down and rest for two minutes.

.At the end of the two minute rest periods tell them to "Start" again.

.When they have completed the experiment have the subjects number each minute of their work.

.Count each minutes production for all 5 papers and enter this number in column "D".

.In the next column, divide the total by 5 and record this average in column "E".

6. Step Four:

With five more subjects:

.Repeat the experiment as in Step Two, following the same procedures with this one exception:

.At the end of the 14th minute, after you have said "Mark", announce to the subjects that they have only one more minute of working time.

.Again count and record the totals and averages for this part of the experiment in the appropriate places on the chart. (columns "F" and "G".)

7. Step Five:

With five more subjects:

.Do the experiment again as in Step Two. This time, create as much distraction for the subjects as you can. It is suggested you have a radio playing and that you talk to the subjects constantly, especially asking them questions and involving them in conversation. Don't forget to keep timing each minutes production.

.Again, record all data on your chart carefully. (columns "H" and "I".)

8. Step Six:

You have now completed the first half of the experiment. To find the totals for all of the subjects, add the results for each minutes work for columns B, D, F, and H for each minute work. Enter these totals in column J. Then divide each number in column J by 20 and enter this average in column K.

9. Step Seven:

For the remainder of the experiment, you will repeat all of the procedures in the first half of the experiment. The difference in this second part of the experiment is the writing of the "total" alphabet instead of two letters. In other words, you, and all of the other subjects will begin writing at the "Start" signal, a, b, c, d, e, f, g, h, ..., etc. through letter z and then immediately begin writing the alphabet over and over until told to stop.

a. Have a friend help you do the experiment and enter your totals for each minute in column "L".

b. Using 5 of the people used in the first part of the experiment as in Step Two above. Enter the totals in in column "M" and the averages in column "N".

c. With 5 more of your subjects do the experiment as in Step Three, with two minute rests after the fifth and tenth minutes. Enter these results in columns "O" and "P".

d. With 5 more of your subjects, do the experiment as in Step Four above, notifying the subjects when the last minute of work begins. Enter these results in columns "Q" and "R".

e. With 5 more of your subjects do the experiment again as in Step Five above, using noise destractions to affect their work. Enter these totals in columns "S" and "T".

f. Add all of the totals in each line from columns M, O, Q, and S. Put the answers in column "U". Divide each number by 20 and enter this total in column "V".

g. If any of your original subjects are not available for the second part of the experiment, you may substitute other people. When doing any part of the experiment always stress accuracy and cooperation to make the experiment a success.

10. Step Eight:

To find the totals for all of the trials, add columns "K" and "V" together. Enter these totals in column "W". To get the final average for all of the trials divide each of the totals in column "W" by 40 and enter this average in column "X".

E. Making the graphs.

1. Your teacher will supply you with a sheet that has 2 graphs on it. On the first graph, plot the results of the first half of the experiment by using column "K". This is the a, b, a, b, series.

2. On the second graph, plot the "alphabet series" of tests by using column "V".

F. Writing the report.

Whether your chart and graph have been completed, write your final report to be turned in with the chart and graph. Your final report should include answers to these questions:

a. Which group had the greatest work production?
b. Was this the way you predicted the outcome would occur?
c. Why do you think the results occurred as they did?
d. What effect did the rest periods have?
e. What effect if any, did the last minute of work production have?
f. What effect did the distractions have?
g. Was there a difference over the entire time span of amounts of work production? Why do you think this occurred?
h. How could you have made the experiment better?
i. What kind of use can be made of the information you have gotten from this experiment concerning people and their jobs?

Minutes	First Series (a b a b a b)										Second Series (a b c d e f ...)										Combined Total Number N	Combined Total Average X
	Your Production A	Regular Number B	Regular Average C	Rests Number D	Rests Average E	Last Min. Number F	Last Min. Average G	Distract. Number H	Distract. Average I	Total Number J	Total Average K	Your Production L	Regular Number M	Regular Average N	Rests Number O	Rests Average P	Last Min. Number Q	Last Min. Average R	Distract. Number S	Distract. Average T	Total Number U	Total Average V		
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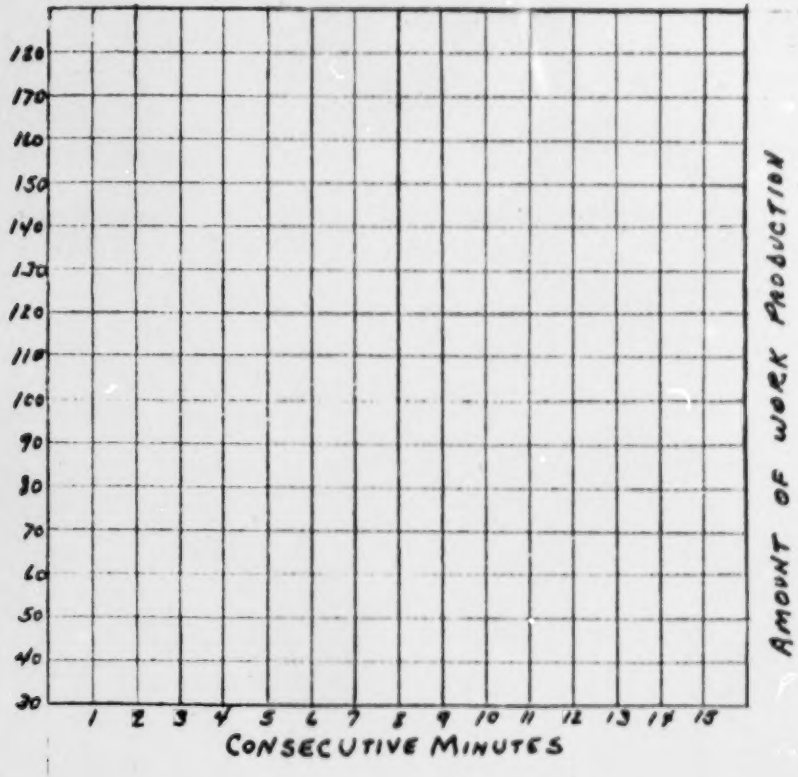
DATA CHART FOR WORK PRODUCTION EXPERIMENT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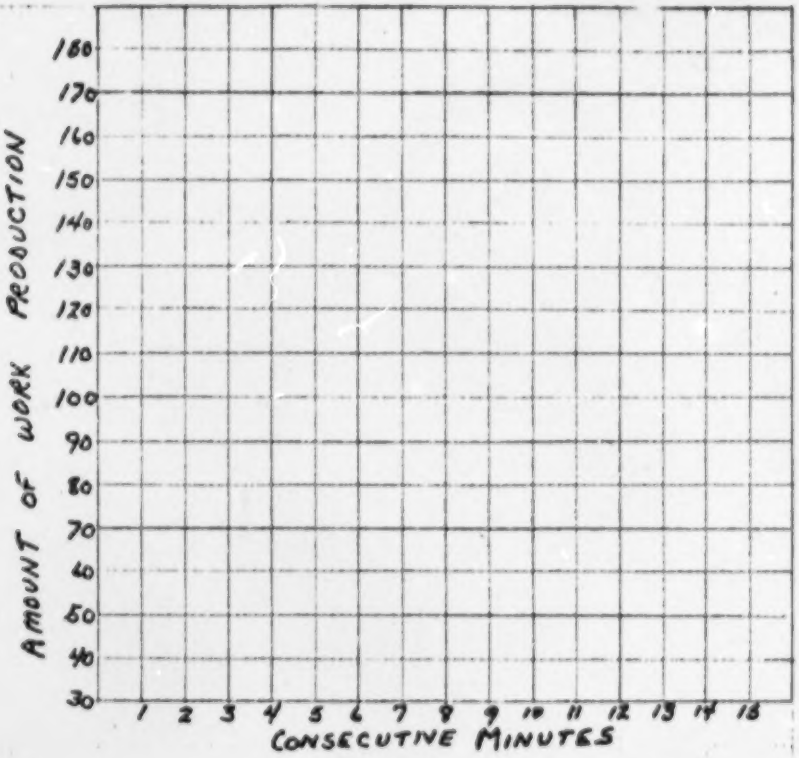
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CONSECUTIVE MINUTES
AMOUNT OF WORK PRODUCTION